

Communicating to high school leaders, teachers, parents and students what students must know and be able to do to be prepared for college and a good job and developing a system for using available data to inform students and parents about their level of preparedness —

Actions Montana can take:

1. Implement a single system for educational data that links all education data systems from pre-kindergarten through higher education.

- ✓ OCHE, OPI, BPE
- ✓ Lead: Sheila Stearns, co-char: Bud Williams

● ● ● ● ● ● ● ● (22 pts)

2. Have secondary, postsecondary and business leaders agree upon a set of standards that represents English, reading and mathematics readiness for college and careers.

- ✓ OPI, OCHE, BPE

● (2 pts)

3. Conduct research to determine if high school teacher assignments, student work and classroom assessments in English/reading, mathematics and science classes are aligned to college- and career readiness standards.

- ✓ OCHE, BPE

4. Provide professional development to build the capacity of high school principals, academic teachers and career/technical teachers for aligning assignments and classroom assessments to college and career-readiness standards and on using authentic, real-world assignments that engage and motivate students to master course standards.

- ✓ OPI, OCHE, BPE

● (1 pt)

Improving academic preparedness and closing the gaps between performance and standards for all groups of students

Actions Montana can take:

1. Require essential core courses for all high school students. These include:

- Four credits of English
- Four credits of mathematics
- Three credits of lab-based, college-preparatory science courses
- Three credits in college-preparatory social studies
 - ✓ Reach agreement on core courses and/or high school graduation requirements
 - ✓ OCHE
 - ✓ Lead: Bud Williams, Co-Chair: Steve Meloy

● ● ● ● ● ● (11 pts)

2. **Ensure that eighth-grade students have access to Algebra I, that the standards for these courses are high, and that pre-algebra and Algebra I courses are taught by teachers possessing content knowledge and skills in using proven teaching methods.**
 - ✓ OPI review Math Standards 2007-2008
3. **Hold school boards and districts accountable for developing and implementing a strategic comprehensive school improvement plan in low-performing high schools to improve college and career transitions.**
 - ✓ OPI

Expanding students' access to and increasing participation in high-quality career/technical programs of study that are aligned to industry and college-readiness standards and lead to a postsecondary credential.

Actions Montana can take:

1. Expand students' access to high-quality career/technical programs that are aligned to both industry and college-readiness standards.

✓ OCHE, OPI, BPE

● (2 pts)

2. Encourage community colleges to develop high school to college transition programs with a special emphasis on career pathways important to the state's economic and workforce development.

✓ OCHE, OPI, BPE

● ● ● (4 pts)

✓ Third Choice: 2

3. Adopt and overarching dual enrollment policy statewide, establishing methods for developing, implementing and monitoring dual enrollment in Montana's postsecondary institutions.

✓ OCHE, OPI, BPE

✓ Lead: Steve Meloy, Co-Chair: Bud Williams

● ● ● (7 pts)

Increasing the state's complement of students, teachers and workers highly skilled in mathematics and science

Actions Montana can take:

1. **Implement a statewide mathematics initiative to increase the pool of highly qualified mathematics teachers.**
✓ BPE
2. **Set annual goals to increase the percentages of eighth-graders who complete Algebra I while in the middle grades.**
3. **Set progressive annual targets for increasing the percentage of high school students who complete a series of courses in mathematics and science.**
✓ OCHE

Increasing enrollment, persistence and completion rates at the community colleges and four-year colleges and universities

Actions Montana can take:

1. **Develop a systemic approach to improving college persistence and graduation rates in the public community colleges, colleges of technology and universities.**
✓ OCHE
2. **Set state targets for reducing annually the percentages of recent high school graduates entering college requiring remedial studies in mathematics and reading/language arts, and make these a part of the accountability systems for high schools, community colleges, colleges of technology and universities.**
✓ OCHE
● ● (4 pts)
3. **Hold community colleges, colleges of technology and universities accountable for increased persistence and completion.**
✓ OCHE

Increasing the high school graduation rate while improving achievement

Actions Montana can take:

1. Set reasonable — but ambitious — annual targets toward meeting the 100 percent graduation goal and provide incentives to schools for meeting them.

- ✓ Info on AYP—next meeting Bud Williams
- ✓ 80% Threshold

● ● ● ● (11 pts)

2. Focus attention on getting more students ready for entering ninth grade.

- ✓ OPI, OCHE

3. Ensure the state's accountability system gives equal emphasis to improving achievement and high school completion rates.

- ✓ OPI, OCHE, BPE
- ✓ Close American Indian Achievement Gap

Designing and implementing a guidance and counseling system built on high expectations for all students

Actions Montana can take:

1. Undertake aggressive steps to educate students, parents, teachers and the community about the need for further education beyond high school for all groups of students and the degree of effort required to attain this education.
 - ✓ OCHE (Student Assistance Foundation #2 mission), BPE

● ● (4 pts)
2. Provide opportunities in the middle grades and ninth-grade curricula for all students to explore a wide range of career and educational options to assist them by the end of grade nine to formulate at least a six-year career and educational plan.
 - ✓ Gear Up, School Counseling Task Force, Perkins, TriO
3. Provide middle grades and high school counselors with tools to more efficiently and effectively monitor and advise their students.

● (1 pt)
4. Implement a teacher adviser system where each professional educator in the high school assists a small group of students and their parents from grade nine through grade 12 to set postsecondary goals.
 - ✓ Student Assistance Foundation, OCHE (Perkins)